DOCUMENT RESUME

ED 371 224 CE 066 749

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TITLE Guide to Improving Interagency Collaboration in the Transition of Students with Disabilities.
INSTITUTION Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.; Florida State Dept. of Education, Tallahassee. Div. of Applied Tech. and Adult Education.
PUB DATE 94
NOTE 76p.
AVAILABLE FROM Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. DD 027 BK 94).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Agency Cooperation; Articulation (Education); *Disabilities; Educational Cooperation; Educational Practices; Education Work Relationship; Postsecondary Education; Secondary Education; Special Education; *State Agencies; *Teamwork; *Transitional Programs; *Vocational Education; Workbooks
IDENTIFIERS *Florida

ABSTRACT

This document was produced for the dual purpose of documenting the methods used between 1990 and 1992 to train interagency teams on interagency collaboration in planning for the school-to-work or school-to-postsecondary education transition of disabled students in Florida and presenting step-by-step guidelines for developing and maintaining interagency partnerships to facilitate disabled students' transitions. Chapter 1 provides a historical perspective on the changes that have been occurring in Florida and throughout the United States with regard to collaborative activities for students with disabilities. Chapters 2 through 4, which are written in workbook format, contain exercises for interagency teams and sample responses and/or documents designed to help employees of various agencies involved in transition planning for disabled students learn to understand each other and develop interagency cooperative agreements and interagency action plans. Presented in chapter 5 are examples of successful practices that school districts and service agencies in Pasco and Volusia counties have adopted to develop a good working relationship with one another. Appended is the text of the 29-page Volusia/Flagler community transition team interagency cooperative agreement. (Contains 11 references.) (MN)

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Guide To Improving Interagency Collaboration In The Transition Of Students With Disabilities

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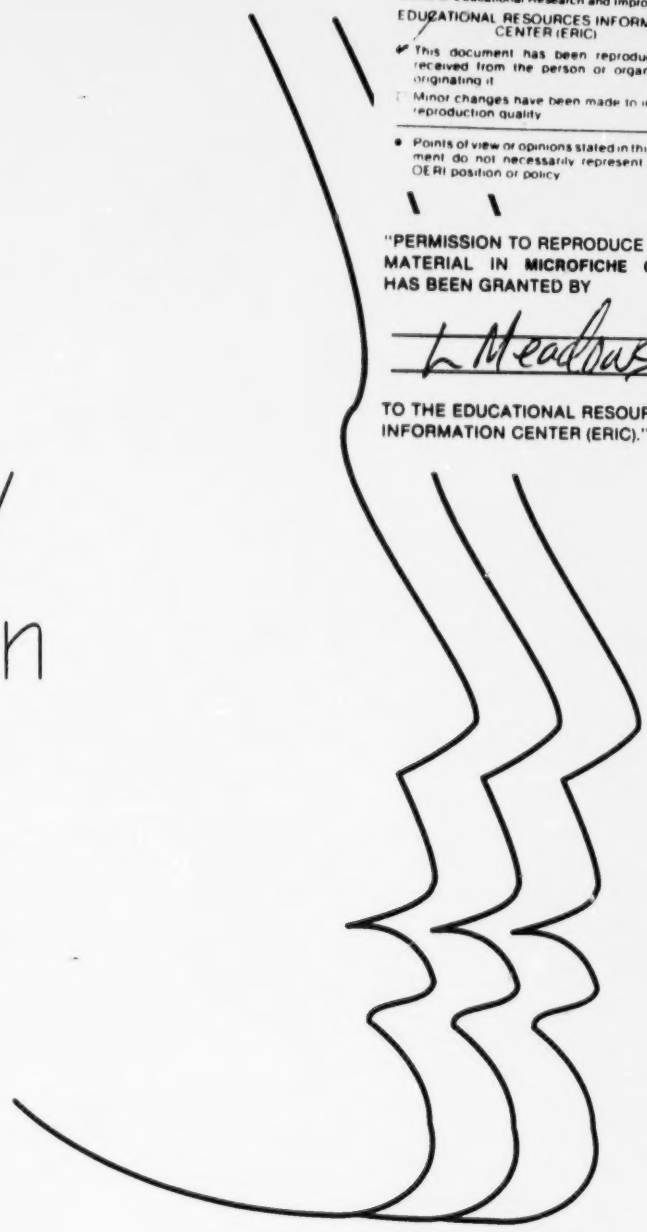

Bureau of Education for Exceptional Students
Division of Public Schools
and
Bureau of Programs and Services
Division of Applied Technology and Adult Education
Florida Department of Education
1994

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INTERAGENCY COLLABORATION

IN THE

TRANSITION OF STUDENTS WITH DISABILITIES

Bureau of Education for Exceptional Students
Division of Public Schools
and
Bureau of Programs and Services
Division of Applied Technology and Adult Education
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This product was developed through the Transition/Interagency Collaboration Project under the Florida Atlantic University Administrative grant funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, through federal assistance under the Individuals with Disabilities Education Act (IDEA), PART B.

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GUIDE TO IMPROVING

INTERAGENCY COLLABORATION

IN THE

TRANSITION OF STUDENTS WITH DISABILITIES

by

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Preface

This Guide was commissioned by the Bureau of Education for Exceptional Students (BEES), Florida Department of Education, to document the methods used between 1990 and 1992 for training interagency teams on interagency collaboration in planning for transition of students with disabilities. The Guide provides information so that school districts can understand the process of that training and utilize it to help them to improve their working relationships with nonschool agencies. Closer working relationships should improve the transition process for students with disabilities. This Guide is written primarily for district-level school personnel. School-based personnel, however, who are working with nonschool adult agencies may also find the information helpful.

The information contained in this Guide has been obtained from a variety of sources. In addition to my own experiences in the field and research materials gathered over time, Department staff provided notes, storyboard cards, and draft interagency agreements from the training.

A questionnaire was developed and mailed to all persons who had attended at least one of the training sessions and who were still working in transition-related positions. The questionnaire was designed to obtain information on both the short-term and long-term impact of the training with respect to an interagency agreement, functional action plan, and interagency council. In addition, the questionnaire asked for recommendations on the training process itself. A total of 80 questionnaires was mailed and 31 responses were received (39%). The responses helped to give an assessment of the long-term effects of the training.

Site visits to Pasco and Volusia Counties to observe meetings of interagency committees that focus on transition were greatly facilitated by staff in those counties. In particular, Liz Geisler in Pasco County and Lisa Guess in Volusia County, in addition to facilitating my site visits, provided me with valuable insights to ways in which programs can truly share resources and improve outcomes for students.

At the state level, Lee Clark and Michele Polland of BEES, Janet Adams from the Division of Applied Technology and Adult Education (formerly Division of Vocational, Adult and Community Education), and David Thead from the Division of Vocational Rehabilitation, served as a review committee.

Introduction

This document serves two purposes: to document interagency training conducted between April 1990 and November 1992 and to serve as a step-by-step guide to developing and maintaining partnerships for the transition of students with disabilities from school to post-secondary activities. Some changes were made in the training materials over the three years, and additional changes have been made to make the activities clearer for those using this guide without trainers.

This section describes the form of the Guide and includes some general suggestions for using this document. Each chapter's activities build on the activities in the previous chapter, and it is therefore recommended that you do not "skip around."

Chapter One provides the reader with some historical perspective and a clear sense of the changes that have been taking place, both in Florida and in the country, around collaborative activities for students with disabilities. Federal laws often use the same language to define activities mandated for educational and rehabilitation agencies. Increasingly, our terms and our customers are overlapping.

Chapters Two, Three, and Four are in a workbook format. They include exercises for an interagency team to go through together. Each chapter also includes sample responses and/or documents to help you visualize the end product you are aiming for. While you may eventually want to use some portions of the sample materials provided, a word of caution is needed. The process of deciding *together* your values, mission statement, the services each agency will provide, and the schedule for accomplishing activities is at least as important as the words you put down on paper. Repeatedly, each of the ten teams that went through the training mentioned the experience of wrestling together on language as among the most important parts of the exercise.

Chapter Five provides some examples of successful practices in Pasco and Volusia counties. You may want to consider adapting some of these practices for your own school district.

One factor in the successful implementation of collaborative activities is the existence of a staff person or persons with the responsibility for supporting the collaborative effort. If no one is responsible for this infrastructure activity, it becomes less likely that the effort will succeed.

A second important factor influencing the success of collaboration is the support of top-level administrative staff of all agencies for this activity. Ideally, these administrative staff should participate in the activities. When administrators are willing to spend this time, positive outcomes are attained.

As you begin to plan for formalizing your collaborative activities, take time to plan for the exercises in this guide. Try to select a setting for the activities that will minimize interruptions for the participants. Get a neutral facilitator to assist, if possible. Identify the persons you want to include in your interagency team and invite the highest level administrator from each agency or program, including your own.

Chapter One
A Brief History of Collaboration on Transition

During the 1980's, Florida legislators' and policy makers' interest in and concern for the positive transition of students with disabilities began to grow and broaden rapidly.

The Carl D. Perkins Vocational Education Act of 1984 (generally known as the Carl Perkins Act) mandated coordinated planning for vocational education for persons with handicaps. The Florida Department of Education's Division of Vocational, Adult and Community Education required a Local Council for Vocational Education of the Handicapped, with membership including representatives from vocational education, exceptional student education, and vocational rehabilitation. Applications for Carl Perkins Act funds were required to be signed by these three members in order to verify that coordinated planning occurred. Signatures by themselves, however, could be obtained without ongoing cooperative or collaborative planning.

In 1985, the Legislature appropriated funds for 12 pilot sites for the study and implementation of transition, the beginning of Project Transition. This project, which lasted for approximately four years, assisted both the 12 demonstration sites and other communities to improve their transition process.

In the fall of 1986, Florida became one of 27 states awarded funds from the U.S. Office of Special Education and Rehabilitation Services (OSERS) for a five-year demonstration project to stimulate supported employment (community-based employment for persons with severe disabilities). The OSERS Project was a collaborative initiative that included the Division of Vocational Rehabilitation in the Department of Labor and Employment Security; the Department of Health and Rehabilitative Services' offices of Developmental Services and Alcohol, Drug Abuse and Mental Health; the Department of Education's Division of Vocational, Adult and Community Education, the Division of Public Schools, and the Division of Blind Services; as well as many other public and private service-providing and advocacy groups.

In July of 1987, the Florida Department of Education funded five transition services demonstration projects to facilitate supported employment for students with moderate and severe disabilities. These first projects were to become a nucleus for technical assistance to later projects. Between 1990 and 1993, 21 one-year supported employment expansion projects were funded to single and multi-district combinations, representing 24 school districts.

The OSERS project, the Transition Services Project, Project Transition, and other initiatives funded by state and federal agencies, advocacy groups, and associations increased the programs and services available to assist students with disabilities to successfully make the transition from secondary school to adult life. Many professionals in the field were still concerned that some teachers and other school personnel were unaware of these services, or had not established positive working relationships with adult service agencies, thus hampering students from reaching their full potential in adult life.

A final report by Project Transition recommended that a permanent transition program be established. In 1989, there were nine school districts with interagency transition councils functioning, all at initial stages of development. The report found that anecdotal evidence was available on successful transition, but "overall data on numbers is not available yet." Project Transition surveyed 48 of Florida's 67 counties and found a mixture of available services. The report recommended that school districts fund transition coordinators, that vocational rehabilitation counselors be identified to focus on transition, and that Developmental Services receive more funding for contract services.

Throughout the 1980s, the three state-level administrators of the Bureau of Education for Exceptional Students, Division of Vocational, Adult and Community Education (in the Florida Department of Education), and the Division of Vocational Rehabilitation (in the Department of Labor and Employment Security) met to discuss vocational programs and services for students with disabilities. In 1989, they identified a need for improved relationships among their representatives at the local level. These administrators believed that strengthened cooperative relationships at the local level would result in improved and expanded programs and services for students with disabilities.

In an effort to facilitate greater collaboration among the recommended partners, the state-level administrators approved plans for the Interagency Collaboration Training. The Bureau of Education for Exceptional Students, the Division of Vocational, Adult and Community Education, and the Division of Vocational Rehabilitation agreed to jointly plan, promote, and fund the training. The announcements for the training indicated that the state would fund three staff from each district selected to attend a two-day training focused on Building Effective Interagency Relationships and Functional Cooperative Agreements.

Three objectives were intended to be met through this training:

1. Each team would develop a functional interagency cooperative agreement to facilitate transition services;
2. Each team would improve the working relationships among its members; and
3. Each team would develop an action plan to implement the interagency cooperative agreement.

Five interagency teams from five school districts received training during April 1990. The school districts represented were Dade, Highlands, Marion, Monroe and Orange counties. A second, follow-up workshop was held with the same districts in November 1990, and they also attended a final, third workshop in November 1991.

November 1991 was also the time for an initial training workshop for a second set of five district teams. The second set of teams attended a follow-up workshop in May 1992. The school districts that were represented at the second set of workshops were Hillsborough, Lee, Leon, Pasco and Volusia counties.

In 1990, the Individuals with Disabilities Education Act (IDEA) was passed, mandating the identification of transition as part of each student's Individual Educational Plan (IEP). In May, 1993, the State Board of Education adopted Rule 6A-6.03028, FAC, Development of Individual Educational Plans for Exceptional Students, requiring the identificatior of transition services as a component of tne IEP.

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 greatly expanded the federal government's job-related education efforts. The changes included:

- special populations targeted, including students with disabilities
- assurances that addressed transition
- continued requirement for cooperative planning among Vocational Education, Exceptional Student Education, and Vocational Rehabilitation at both the state and district levels

The Rehabilitation Act Amendments of 1992, known as PL 102-569, also are consistent with the requirements of IDEA.

The definition of transition services in the Rehabilitation Act amendments duplicates the definition in IDEA. Both require the identification of a coordinated set of activities, individually developed (taking into account the individual's preferences and interests), that includes instruction, community experiences, the development of employment, and other post-school adult living objectives. There is now a requirement for the vocational rehabilitation agency to coordinate with education agencies to assure that students exiting schools who require rehabilitation services receive those services with no break in service.

In 1989, the Florida Legislature mandated increased cooperation among the various programs. Section 232.145, Florida Statutes, required school districts to identify students needing postsecondary services from agencies at the time of IEP meetings. Since there are new federal and state requirements for transition planning as a part of the IEP, this statute was no longer needed. It was repealed in 1994. In 1990, the Education for Handicapped Adults Act was passed. This act encourages the coordination of adult education, vocational education, exceptional student education, the Department of Health and Rehabilitation Services, vocational rehabilitation, and adult services providers.

Chapter Two
Understanding Each Other

In the spring of 1991, the Florida Legislature passed Blueprint 2000. This legislation is the state's commitment to providing guidelines of a "system of school improvement and education accountability...." Goal 2 of the State Education Goals concerns the state's graduation rate and readiness for postsecondary education and employment:

> Students graduate and are prepared to enter the workforce and postsecondary education.

As school improvement teams develop strategies for achieving this goal, it quickly becomes clear that students with disabilities require more than a diploma and good wishes to succeed in the workplace and postsecondary education. What will we do?

Many teachers are aware of adult service agencies and know that vocational rehabilitation can assist students in finding jobs and that developmental services and mental health agencies can also assist. But often they don't know how these agencies can help or how to connect with them.

School districts that encourage their staff to collaborate with adult-serving agencies find that their "report card grades" on successful transition are much higher than before they began working with these agencies. Some districts that collaborate most closely begin to find themselves involved in cost-sharing for staff that are considered vital by the cost-sharing partners.

How can this cost-sharing come about? And what can you do to get some needed dollars? The best way is to develop techniques for open and honest communication with the agencies that should be your partners.

Partnerships

When you start thinking about the agencies that can help you help your students with disabilities, you are starting to identify your partners. Different school districts may choose to begin planning with some or all of the potential partners listed below. Most participating districts began with small core teams. They later added representatives from other agencies and reported it would have been beneficial to include these additional team members at the outset.

Consider the following programs and agencies as possible partners:

Potential Partners

- Your School District
  - Exceptional Student Education
  - Vocational Education
  - Community Education
  - Adult Education
  - Vocational-Technical Center
  - Guidance and Counseling
  - Other Student Services
- State Agencies
  - Department of Labor and Employment Security
    - Division of Vocational Rehabilitation
    - Job Services of Florida
  - Department of Education
    - Division of Blind Services
  - Department of Health and Rehabilitative Services (HRS)
    - Developmental Services
    - Alcohol, Drug Abuse, and Mental Health
- Private Industry Council (funded through the Job Training Partnership Act)
- Community College
- County Government
  - Social Services
  - Parks and Recreation
- County Transportation Disadvantaged Program
- Local Association for Retarded Citizens
- Local Mental Health Agency or Agencies
- Community Rehabilitation Programs
- Parents, Family Members and Consumers
- Employers

All of these entities can play a role in the transition of students with disabilities from school to postsecondary activities. Some of these programs may never have been involved with students with disabilities in your community, and some of them may be unfamiliar to you or not available in your community, but all of them are involved in transition in some communities in our state.

Collaborative planning for individual students, as well as collaborative systems level planning, will increase as you begin to understand each other's values, goals, and the outcomes that are important to each of you. The Interagency Collaboration Training accomplished this information-gathering step in a couple of hours as preparation for developing an Interagency Agreement. You can do this too.

Identify Your Team

The first step is to identify the agencies, programs, and people with whom you want (or need) to develop a working relationship. The core programs that participated in the training during 1990 through 1992 included Exceptional Student Education, Vocational Education, and Vocational Rehabilitation. You will probably want to include representatives of these programs, and other programs, such as HRS's Developmental Services and Alcohol, Drug Abuse, and Mental Health.

If you know the administrative personnel from these agencies, so much the better. Try to get someone to help you plan for the meeting. Let people know what your goals are. You may want to improve or formalize your current collaboration activities. You may feel a need to clarify roles. Be as specific as possible. Plan to use a neutral facilitator to conduct the meeting, if you can. Then you can express your own opinions and not be wearing two hats constantly.

It is important to have the support of the administration from each of your partner's programs. You should have the highest-ranking local administrator from each program attend your initial brainstorming session. You are setting the stage for a long-term partnership. This requires administrative commitment.

Preparation for Brainstorming

One of the first exercises in joint planning is to brainstorm the common values and belief systems for the agencies that make up the team. Sometimes staff would like to skip this step, but those who have been part of the training activity indicate that the process of uncovering *mutual* values is a very important component of understanding each other's reward systems and finding ways to work together. The three exercises described in this chapter will lead your team to a better understanding of each other's agencies and the development of a common vision or mission for your team.

You will need to select a meeting time and place for your brainstorming session that is convenient for all the members of your team. Plan for this first session to last for a half day. Getting agreement on a day and time may take a while; don't get discouraged. You will need to get some large (5" x 8") cards for headings and a package of smaller (4" x 6") cards for each person to write responses to the headings. Bring along some thin marking pens for participants to use. Bring push pins (if you have the standard foam storyboards) or masking tape and appoint someone to tack or tape group responses beneath the headings listed below. This will make it easier to write up the results of your brainstorming sessions.

THE REASON WE EXIST

During this exercise, the following headings will be written on large cards:

THE REASON WE EXIST

OUR CORE VALUES AND KEY BELIEFS

OUR COMMON MISSION

If you consider only your own response from an agency perspective, you may focus on the uniqueness of your mission and values. If you consider these topic headers together with other agency staff, however, you will probably quickly find some commonality. This exercise (and many of the other exercises in this Guide) works best if you begin by setting a time limit on the overall exercise, and even on the separate parts of it. Consider this exercise a preparation for an interagency cooperative agreement and action plan and focus on developing a team approach. You will then find that the focus shifts to developing agreement on directions and services, which is what you want to achieve.

Starting on the next page are three exercises for your team to accomplish. You will get information on the use to which each exercise can be put, suggestions for how to conduct the exercise and a representative sampling of other districts' responses to the topic headers. This exercise was conducted initially in a large group with representatives from schools and adult service agencies from multiple districts. There are no "right" or "wrong" answers; there are only differences of emphasis or opinion. The responses that your team identifies are the correct ones for your area.

These three exercises will help you to identify the aims and the underlying values of each agency. Your outcome will be a mission statement for your Interagency Transition Planning Team. Allow three to four hours if all the exercises are done at one time. If you try to space them out over several days or weeks, you will need to take time to re-orient participants and the total time will be longer.

THE REASON WE EXIST

Responding to this header requires thinking about your program and your agency. What is the purpose of your activities with students and young adults?

How to Do This Exercise:

Spend some time in discussion, maybe going around the table, and give each person a chance to explain the purpose of his or her agency or program. Suggest at the beginning that each person take about five minutes. Some people may take longer than others but you want all participants to understand each program.

Give everyone cards to write on.

Ask each person to write one sentence that summarizes the purpose for his or her agency. If some people want to write more than one purpose, have them write on separate cards.

After everyone has written something, look at them together and see if you can find some common purposes.

Examples of Responses:

Assess vocational skills

Evaluate students and help them perform to their highest level

Gather resources to help kids

Meet our legal obligations to students

Assure optimum employability options for youth with disabilities

Help students find a job after graduation

Increase service effectiveness

Establish opportunities for optimal community integration

Establish cost-effective service integration

OUR CORE VALUES AND KEY BELIEFS

This section is very important. The way we react to students and families and the kinds of services we provide to youth are driven by our inner values. Sometimes, the ability of agency representatives to work together is affected by the congruence or lack of congruence in their belief systems. This exercise allows each participant to express his or her beliefs about people with disabilities. Later, the interagency team can refer to this exercise and draft a mission statement that everyone can accept.

How to Do The Exercise	Possible Responses
Give everyone cards on which to write.	Students with disabilities can be productively employed
Explain that you want each person to identify the key goals for his or her program. Let everyone express ideas verbally and write them on a card.	Agencies *can* work together productively
	Transition is a big job and we all have a role. This includes professionals, families, students, employers, etc.
After everyone has written something, see if anyone feels a need to add some values or beliefs that were omitted.	Transition from school to work place is difficult
	Work is a good thing
	We have a responsibility to assist students to obtain and maintain gainful employment
	Every person can contribute to our community

If the interagency team feels comfortable together and if these two exercises have been completed within two hours, you may take the opportunity to develop a single mission statement at this time.

OUR COMMON MISSION

During this exercise, a large storyboard card (5" x 8") will be used for the header and smaller cards (4" x 6") should be distributed to all participants. This section builds upon the responses your team developed in response to the exercises, "Our Core Values and Key Beliefs," and "The Reason We Exist." You should have these responses available for this exercise, either in a typed form or the original cards that were used. This exercise will take about an hour.

How to Do the Exercise

Give everyone cards on which to write.

Explain that this exercise is to jointly develop a statement of purpose for your interagency agreement.

Give each person time (five to 10 minutes) to review the materials developed in previous sessions.

Ask participants to individually write out a mission statement, preferably no more than 25 words, for the Interagency Transition Planning Team.

Go around the room and give each person time to read his or her statement aloud. Look for commonality of phrases. Rewrite your statement of purpose until you reach consensus.

Possible Responses

In order to provide an improved quality of life for students with disabilities.

To assist students with disabilities in becoming gainfully employed upon exiting high school.

To increase life options for students with disabilities and provide them the opportunity to become economically independent.

Chapter Three
Developing an Interagency Cooperative Agreement

Grant funds often require an interagency cooperative agreement to demonstrate cooperation among agencies. Unfortunately, cooperative agreements may be written, signed, and then shelved, never to be considered again.

Effective collaboration in planning and service delivery requires joint participation throughout the entire process - starting with the development of a cooperative agreement. One program alone cannot develop a cooperative agreement. If all the partners to the agreement have not participated in drafting the agreement, it is doubtful the plans will be realized.

Reasons for Developing an Interagency Agreement

Clearly, an interagency cooperative agreement is not essential for a good cooperative working relationship. However, the process of developing an interagency cooperative agreement can provide an opportunity for discovering new aspects of each other's programs and can serve as the basis for developing a positive working relationship that can improve and increase services for students with disabilities. A functional interagency cooperative agreement can be:

A. A road map -- so that workers in the field can identify:

The responsibilities of each program
Who does what
How and when agencies will communicate
How member agencies will resolve disagreements
How to make changes in practice
When the agencies will self-evaluate and decide to make changes

B. An insurance policy -- to ensure that, regardless of changes in administration or staff, current common procedures will continue, including:

Procedures for planning
Procedures for delivering services
Procedures for cost-sharing
Procedures for resolving interagency disputes

C. A form of orientation -- to inform new members of your interagency team of the importance associated with your collaboration effort.

Form of the Interagency Cooperative Agreement

If your interagency team has completed the exercises in Chapter Two, you already have a sense of being a team with a common mission and direction. This is an important first step towards developing a functional interagency cooperative agreement.

There are many different formats for interagency cooperative agreements. Your team may want to use sections from different agreements that member agencies have used and find useful. The "Guidelines for Inter-/Intra-Agency Cooperative Agreements," at the end of this chapter, was the basis for interagency cooperative agreements that were developed during the interagency collaboration training. The Appendix has a copy of the interagency cooperative agreement developed by the Volusia/Flagler Community Transition Team.

The Process

The exercises in this chapter will help you refine your mission statement and develop common goals and a list of services, by agency, for inclusion in your interagency agreement.

As you and your team develop your own interagency cooperative agreement, use the products that you developed during your brainstorming sessions to the maximum extent. Your responses to "The Reason We Exist," "Our Core Values and Key Beliefs," and "Our Common Mission" should form the basis for the purpose of your interagency cooperative agreement.

Do not expect to complete your interagency cooperative agreement in one week, or even one month. Over a two-day period, each of the 10 teams that participated in the interagency collaboration training completed a draft interagency cooperative agreement. But those teams that were able to have their agreements signed found that the process took from two to seven months to get the first signature, and from two to four additional months to complete the signature process.

For each exercise, you will need to select a meeting time and place for your session that is convenient for all the members of your team. Getting agreement on a day and time may take a while; don't get discouraged. You will need some large (5" x 8") cards for headings and a package of smaller (4" x 6") cards for each person to write responses to the headings. Bring along some thin marking pens for participants to use. Bring push pins (if you have the standard foam storyboards) or masking tape and appoint someone to tack or tape group responses beneath the headings listed below. This will make it easier to write up the results of your brainstorming sessions.

A portion of any contract or agreement is standard or boilerplate language. Each of the agencies on your team probably has samples of this language. Consult your agencies' legal counsels about requirements that must be included in an interagency cooperative agreement. You should, however, review the agreements at the end of this chapter, since they *were* approved by multi-agency legal counsel.

Two brainstorming exercises are included in this chapter. They cover the development of agreement on the ideal system of services and the listing of services to be provided by each agency member of the team. This is the policy section of your interagency cooperative agreement.

WHAT WE ASPIRE TO BE

This exercise gives everyone an opportunity to consider how programs *could* be organized and what is truly important in organizing services. What do you really want to achieve through your collaborative effort? Different people may have different emphases, although all want to achieve an improved level of service. The improvements that are most important to team members will be the place to begin the development of your interagency action plan.

How to Do The Exercise

Give everyone cards on which to write.

Explain that you want each person to identify the characteristics of collaborative transition programming that are most important to him or her. Consider what would be different in an ideal system. Allow about 10 minutes for everyone to think about and write their ideas down.

Ask each person in turn to present one of his or her responses to the question. Appoint one person to write each person's thoughts on a card.

Spend some time discussing this section, so that everyone has an opportunity to express his or her own ideas verbally.

Review the team's thoughts. See if anyone feels a need to add other service characteristics.

Decide among yourselves the most important three or four issues that you want to work on together. You may want to give each person a set number of colored dots (three or four) to select his or her choices. The goals with the most dots will be most important.

Possible Responses

Provide parents with an awareness of community resources and easy ways to access services.

Give everyone cards on which to write.

Eliminate waiting lists

Develop a system that supports long term cooperative planning

Remove transportation barriers

Provide individualized services

Program resources are shared

Once you have reached agreement on the system characteristics you will strive for, you are almost ready to draft your interagency cooperative agreement. A major part of the agreement is a description of the services that will be provided by each of the signatories to the agreement. You have decided what you would like to see occur in your community. Now you need to list what portion of services each of you can provide. You may find that several different agencies provide the same service. Or you may find that different services are called by the same title by different agencies. Do not assume that you know which services are actually provided by any of your partners. *Do ask questions if you don't understand.*

WHAT SERVICES CAN MY AGENCY PROVIDE?

You will need to put this title on a large card. Make up a card for *each agency* that will be represented at your meeting.

How to Do The Exercise

Give everyone cards on which to write.

Explain that you want each person to use short (one or two words or a phrase) descriptions that identify the services that his or her agency provides for young adults in transition. Consider what would be different in an ideal system. Allow about 10 minutes for everyone to write the services down. Use a separate card for each service.

Ask each person in turn to present his or her responses to the question.

Spend some time discussing this section, so that everyone obtains a clear understanding of the services available in your district.

Possible Responses

Vocational career assessment

Research on job market

Purchase supplies and equipment

Purchase diagnostic evaluations

Work adjustment

Dropout prevention

Job modification assistance

Supported employment

Job coaching

Career awareness

Employability skill training

Participating in this exercise may lead to more discussions about overlapping responsibilities and/or services that are lacking in your community. Decide whether you want to hold these discussions now or at a later appropriate time. You may want to take some notes and suggest that these concerns be worked into an interagency action plan, when you can identify activities to accomplish the changes.

You can now draft your Interagency Agreement using the model format on the next page and borrowing from the sample plans as appropriate to your needs.

The headings of the model format are:

Purpose - Details the basic goal or commitment by the agencies to provide services to a targeted population, and includes a statement with references to sharing primary responsibilities in planning and providing cooperative services.

Enabling Legislation (optional) - Cites local, state, and federal policies, rules, and regulation which enable or ensure the provision of appropriate services identified in the agreement.

Definitions (optional) - A set of common definitions and acronyms agreed to and used by involved agencies (may be placed in the context of the agreement or attached as an appendix).

Inter-/Intra-Agency Linkages - A listing or reference to any other existing agreements that may supplement this agreement.

Roles and Responsibilities - Details the roles and responsibilities of each agency regarding the implementation of the purpose of the agreement. Some are shared responsibilities, jointly agreed to by all agencies, while others are individual agency responsibilities.

Administrative

Timelines: Specifies effective date of agreement, initiation date of specific services if different from effective date, and duration of agreement. Describes procedures for revision, monitoring, and amending the agreement.

Confidentiality: Includes a statement about sharing personally identifiable information clearly explaining the types of information to be shared among agencies.

Agency Representatives: Specifies by positions the persons who have primary responsibility for implementing the agreement. Includes appropriate agency signatures.

Interagency Disputes - In instances of interagency conflict, differences shall be resolved by following informal or formal procedures consistent with Section 120.57, F.S., the Administrative Procedures Act.

It is recommended that you consider a clause dealing with amendments that states approximately: "This agreement shall continue from year to year, unless one of the responsible individuals notifies another that the agreement needs to be amended or terminated." Any phrase which suggests that the agreement should be re-negotiated *each* year may result in unnecessary staff work.

A multi-agency agreement will, of necessity, require review by top-level administrative and legal staff of as many agencies as are signatories. It is helpful to develop a plan for developing and completing the agreement. If you set realistic time frames in your plan, it will help you to remain on target and determine if you are making progress. Chapter Four describes the plans that were developed as part of the interagency collaboration training.

Chapter Four
Developing an Interagency Action Plan

Purpose of a Plan

Action Plans, like interagency cooperative agreements, are sometimes developed to meet external needs and are shelved and forgotten as soon as they are completed. The usefulness of any plan is closely related to both the anticipated purpose of the plan and the process used to develop the plan. Therefore, it is especially important to take the time to clearly define the purpose of the plan.

Let us then consider the purposes that *can* be served by an Action Plan and the approach to use to develop a ***useful*** Action Plan. If you've ever told someone, "Okay, I'll do what you want, but could you call me the day before, just as a reminder," then you understand one purpose of a plan. A plan is a reminder of actions we've committed to taking. In the context of this guide, your plan will serve to implement and advance the activities agreed to in your interagency cooperative agreement.

If you've ever tackled a project that appeared overwhelming, or helped a student to tackle such a project, you probably broke down the total project into manageable steps; that's another purpose of a plan. A plan can be used to identify the small steps that each person will take to complete an overall project.

None of us appreciates someone else telling us what we have to do. Therefore, a plan works best when everyone who will be affected by the plan has a chance to formulate the plan. Writing a plan by committee may take longer than assigning the task to one person, but allowing everyone an opportunity to develop the plan will produce a sense of ownership and lead to a higher level of success in implementation.

Functional Plans:

Are written to meet a need that is felt by the developers of the plan
Are written by the persons who are identified as actors in the plan
Serve as a reminder of activities that have been committed to be accomplished
Identify the small steps that lead to the achievement of an agreed-upon goal.

Developing the Plan

Before you begin to write a plan, you should decide the purpose of the plan. Be clear on the end goal -- the accomplishment you will have if everything that you will put in the plan is completed. The first interagency teams developed action plans at their first workshop in April 1990. These plans set the course for completion and signing of the interagency cooperative agreements that had been drafted at the same workshop.

Since your interagency cooperative agreement will probably take some time to be finalized and signed by all the agency participants, you will probably want to develop a plan for completing your agreement. You should schedule a planning meeting to develop your interagency action plan. Each agency will then be able to outline the necessary steps for obtaining a sign-off. Listing the steps will help each of you to understand each other's requirements and constraints. "Getting the Plan Signed," is a good goal for your plan. You may have other goals, such as "Maintaining Communication Across Agencies," or "Increasing the Number of Special Education Students that Are Employed Upon Graduation."

This chapter describes the interagency action plans that were drafted by the teams that participated in the interagency collaboration training. The headings used in the plan are described and copies of the initial plans are provided at the end of this chapter. There are no exercises in this chapter. If you have completed the previous exercises in this guide, you already are familiar with the process and you already know if this approach is useful for your group.

Action Plan Format

Purpose -- This section is a brief statement that identifies the intended outcome of the plan. For the teams at the workshop, the purpose of the interagency action plan was to identify the steps that would lead to a completed functional interagency agreement on transition.

The activities that your team identifies should be outlined in a table, like the one on the next page. Your team members should jointly decide the activities, the time frame, and who among the group will take responsibility for each activity. You will see in the plans at the end of this chapter that the "Who Else" column was used to identify persons who were not at the training who were seen as important to the outcome of an activity. Your group will need to decide the activities that will lead to signing of the agreement by all of the agencies. You may want to list all the activities first, and then decide on a time frame for their accomplishment. Try to be realistic and give yourselves sufficient time to be successful, even if it will take six months to get approval on your agreement.

Steps to Take	Time Frame Start/End	Who is Responsible	Who Else

Our On-going Communications Plan Will Be -- This section prodded team members to consider what their needs were for meeting as a team and whether some additional form of communication would be helpful. All forms of communication that would be used by the group were identified. Your interagency team may decide to meet monthly to follow up on the activities in your plan. You may want to meet at specific intervals to share programmatic information, or to plan for changes in service provision. Putting your plans on paper will help to assure that your plans are realized.

What Do We Do When Something Goes Amiss -- Team members were encouraged to consider the possibility of missed deadlines (might need to revise the plan) and how they would prefer to deal with problems (such as conference calls or meetings).

What Resources Do We Currently Have in Place -- This section encouraged team members to consider all the current resources in their community that assist in the successful transition of students with disabilities. Generally, this exercise, although brief, stimulates consideration of untapped resources and suggests new partners to add to the team.

What Are the Local Policies We Have in Place -- Responding to this section requires team members to identify existing programs and funding opportunities.

Miscellaneous Questions/Hang-ups -- This section provides an opportunity to identify questions team members have and that need to be answered. This allows a place to put the nagging questions so they aren't forgotten, even if they are not answered immediately.

Once you have completed your interagency action plan, you need to follow it. As snags develop, you should have already identified how you will deal with them. Moreover, since this plan was developed *by* your Team and *for* your Team, any changes needed can be made.

Once you have an interagency cooperative agreement, you will probably want to revisit your action plan and decide on new goals and objectives for your interagency team, if you didn't already have other programmatic goals. Your experiences in working together should provide rewards in the form of additional students graduating who are better prepared for employment and/or continuing education, as well as better services being provided to young persons with disabilities. Chapter Five includes descriptions of collaborative activities that are having a major impact on students' lives in some districts.

Monroe County Interagency Action Plan

Purpose: to develop the action plan for our district that will complete the interagency functional agreement

Steps to take	Timing	Who Responsible	Who Else
Write the agreement	Draft 4/18/90 Final 5/18/90	Dave Hart, Steve Bear	Osterhoudt, Sandifer Cortazzo
Develop release of information Procedure consistent with state regulations	Draft 4/18/90 Final 5/18/90	Dave Hart, Steve Bear	Osterhoudt, Sandifer Cortazzo
Obtain approval of concept	5/11/90 5/18/90	Cortazzo, Henriquez, Sandifer	
Meeting to revise feedback from parties to agreement	5/90	Hart, Bear	
Obtain approvals for resources (facilities, materials, supplies)	5/11/90 5/18/90	Cortazzo, Henriquez, Sandifer	
Obtain VR school counselor	4/18/90 7/1/90	Arnold Cortazzo	Dr. Melton
Develop Interdisciplinary Team (Voc. Ed., Excep. Ed, VR, Handicapped Job Placement Council)	5/1/90 5/11/90	Osterhoudt, Bear, Hart	
Obtain Signatures	5/20/90 6/10/90	Osterhoudt, Hart	Dr. Henriquez Dr. Cortazzo Mr. Osterhoudt Mr. Sandifer

Our on-going communications plan will be
- Meetings to develop final draft
- Interdisciplinary Team Monthly Meetings
- Monthly Project Review and Analysis Report (and disseminate)

What do we do when something goes amiss
- Determine conflict resolution procedures
- Refer conflict and attempt to resolve at monthly Team meetings

What resources do we currently have in place
- ESE on job training
- 4-year employability skills
- VR office
- JTPA on-job-training

What are the local policies we have in place
- Referral Process from ESE to VR
- Cooperative Agreement between ESE & Handicapped Job Placement Council

Highlands County Interagency Action Plan

Purpose: to develop the action plan for our district that will complete the interagency functional agreement

Steps to take	**Timing**	**Who Responsible**
Identify key agencies & personnel as contact	5/18/90	Connie, Jack, Lee, Maria
Identify population we would like to target Produce Mission Document		
Involve leaders of key agencies & communicate mission and goals	6/1/90	Jack will draft letter signed by 2/4
Get input from leaders for revision (mission & goals)	3rd Monday in June	Return to Jack
Get approval of our boards	End of Aug.	Connie, Gary, Jack
Identify council & groups who can contribute to mission (Identify members from community agency who could participate in the "council")	3rd Monday in June	Jack
Explore possibility of compressing & combining existing pre-K agreement with interagency (update current interagency agreement)	End of June	Connie!
Explore how to resolve concerns about present council (Identify key agency personnel who will present this concept face to face)	End of April	Connie, Maria, Gary, Jack
Call for organizational meeting - address particulars, ie: names	3rd Monday in May	Maria
Identify goals for this council	End of Sept.	Council Members
Share guide to services with people involved	End of Aug.	Connie
Identify council members critical needs and how they can contribute to its solution		
Each community agency to identify how they can contribute to our mission	October 90	Council members
Identify & assign roles & responsibilities of council members	September	Council members
Establish measurable objectives for the "council"		

Invite parents and consumers to join "council"	End of June	Connie
Identify & Earmark funds for mission	End of Oct.	Council members
Identify Community resources that could/would support project	End of Oct	Council members
Conduct follow-up of former students strengths and weaknesses	End of Aug.	Connie
Use 3-day workshop as vehicle for marketing mission (Inservice working group on our mission; Inservice agency workers in transition process used in schools and present voc. ed. delivery system	First Week in November	Council

Our on-going communications plan will be
- Identify a facilitator for each meeting
- Newsletter or minutes of meeting
- Establish meeting agendas
- Periodic (at least quarterly) review of action plan

What do we do when something goes amiss
- Modify (revise) plan and establish target dates

What resources do we currently have in place
- Highlands Council on Employment of the Handicapped
- Heartlands PIC
- Transportation for the Dis. Board
- Voc. Rehab. - Parents Consumers
- Employer of the Handicapped
- ARC, HALLO, NAACP
- Hispanic Apostates, Asian American Assoc.
- HRS Mental Health, Developmental Services
- SFCC, Handicap Advisory Committee

What are the local policies we have in place
- Interagency Agreements
- School Board & SFCC
- SFCC & Voc. Rehab.

Miscellaneous
- Share cooperative agreements that currently exist
- Sharing time at follow-up meeting of accomplishments, road blocks in implementing plan

Volusia District Interagency Action Plan
Implementation of our Plan

Steps to take	Who Responsible	Timing (Start/End)
Share draft with ESE/and vocational staff for input	Lisa	November 25
Identify a staff member from ESE to be on the team	Lisa	November 25
Identify DS program office member to participate in VFCTT	Jerry	November 25
Set up meeting with Deb Schaeffer to solicit ongoing HRS/ADM participation	Jerry	November 25
CORE Team will meet to draft agreement (also include Flagler people)	Lisa	December 18, 10:00? (meet in Flagler Co)
Research with attorney and others the need to develop one or two agreements Volusia/Flagler	Mary and Fred Miller and Dan Becton	November 18 - December 20
Prepare written materials which show how our activities will benefit each of key players	CORE Team members	December 18 - January 8
Set up meeting with DBCC to solicit their participation	Mary	January 20
Set up meeting with PIC executive director and Job Service to solicit participation in the agreement	Steve	January 20

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Volusia District Interagency Action Plan
Implementation of our Plan

Steps to take	Who Responsible	Timing (Start/End)
Revise draft based on input of additional members to CORE group	CORE team	February 5
Review by Interagency Council for input	Lisa	February 12
Revise draft based on VFCTT input	Lisa	February 12- February 28
Send draft to agency administrators for their review and input	Appropriate CORE member	February 28
Send status update to DOE February 29, 1992	Lisa	February 28
Revise if needed	Lisa	March 13
Send draft to appropriate lawyers	CORE members	March 16 - April 17
Revise draft and develop final draft	Lisa	April 17 - May 1
Approval by the school board and Board of Trustees at DBCC	Mary/Fred	April/May
Sign-off by key parties school board, DA, etc	Appropriate CORE members	May 13 - June 30
Send status report to DOE by May 30, 1992	Lisa	May 30
Develop a Community Awareness of Brochure	Community Awareness Sub-Committee	December 31

Volusia District Interagency Action Plan
Implementation of our Plan

Steps to take	Who Responsible	Timing (Start/End)
Develop a final report of accomplishments of 1991-92	VFCTT members and continued cooperative planning subcommittee	March 12
Write goals and objectives and action plan for the next year	VFCTT members	March 12
Develop a student and parent handbook to help them advocate for themselves	VFCTT sub committee	February 1
Pilot a selection of a student group for intensive follow-up and coordination of service	Cynthia	November - September
Explore the use of FETPIP data for follow-up on students	Cynthia and Lisa; Mary and Fred	November - September
Develop current status data on a group of students to show growth	Cynthia, Mary, Lisa	November - September
Interagency (cross agency) staff development on transition planning	CORE members	April - May
Update VFCTT on new transition requirements	Designated VFCTT members	February
Develop a speakers bureau	sub committee	May

Chapter Five
Working Together

This chapter describes some of the ways in which school districts and service agencies are working together. The descriptions include: how interagency councils are configured and how school district and agency staff are benefiting from each other's programs, funding, and capabilities. The information included in this chapter is based both on written material and on information gathered during site visits to selected communities.

Many districts use an interagency council to address transition issues. The councils vary in size, membership, meeting schedule, and often in the approaches they take to deal with transition. Since successful transition depends on the collaboration of a variety of agencies, you will probably want to develop an interagency council, if you do not have one. You will need to determine for yourself the approach that will work best in your district. This chapter provides information to consider as you get organized, and even afterwards, should you decide some changes are needed.

Pasco Organization Serving the Handicapped (POSH)

Pasco County's Pasco Organization Serving the Handicapped (POSH) began as a committee to meet the interagency planning requirements for the Carl Perkins Act. Over time, the organization has changed and the interagency team's interests have broadened. POSH meets three times a year. Meetings take place over lunch, generally from 11:30 to 1:00 p.m. Many school districts have some similar "meet and eat" sessions, but not always at the level of POSH. Executive directors of the member agencies generally attend the meetings, and report on their agencies' activities. Because the administrators attend the meetings, program and policy changes can occur fairly easily. Decisions such as agency funding of school-based job coaches have occurred at these meetings.

According to the interagency team's members, a comfortable working relationship existed among Vocational Education, Exceptional Student Education (ESE), and Vocational Rehabilitation (VR), even prior to the interagency collaboration training they attended. The training exercises helped to solidify concepts that were held in common, and provided the opportunity to develop a structure, goals and a plan for working together more efficiently. As a result of the training, a previously informal agreement was solidified and formalized.

The core members of POSH (those who signed the original Interagency Agreement) include:

Exceptional Student Education
Vocational, Adult and Community Education
Vocational Rehabilitation
Job Service
Private Industry Council (JTPA)
Department of Health and Rehabilitative Services, Developmental Services
Pasco-Hernando Community College

POSH is an inclusive, clearinghouse organization, which has continued to add members. The Lighthouse for the Blind, Pasco Association for Retarded Citizens and the local Human Development Center (mental health agency) are now members of POSH. The members meet at least three times a year. They trust one another and turf barriers have been lowered. There is a sense of mutual support around services that will benefit students. No one agency plans a program in isolation from the other agencies. Several members indicated that they believe that the active attendance and involvement of the agency directors provide evidence of their commitment to the transition efforts of the interagency team and increase the likelihood of collaboration, even on new initiatives as they arise.

In addition to POSH, the Pasco School System has organized an ESE/Vocational Steering Committee, to focus specifically on the employability skills, vocational, and transition needs of ESE students. The Steering Committee is co-chaired by staff from Vocational Education and Exceptional Student Education and also includes agency representatives. The Steering Committee now has three sub-committees to develop programs, policies and procedures recommended by the Steering Committee:

Evaluation
Transition
Curriculum and Program

Agency representatives also participate on subcommittees.

Volusia/Flagler Community Transition Team:

Unlocking the future for individuals with special needs

The Volusia/Flagler Community Transition Team is composed of parents, as well as agency and program administrators. The team is unusual in its span of two counties and also its inclusion of parents as full members on the team. The Interagency Cooperative Agreement, which became effective in June 1992, was signed by the following agencies:

Daytona Beach Community College
Department of Education, Division of Blind Services
Department of Labor, Division of Vocational Rehabilitation
Flagler County Adult and Community Education Department
Flagler County Exceptional Student Education Department
Flagler County Vocational Education Department
Department of Health and Rehabilitative Services
  Alcohol, Drug Abuse and Mental Health
  Developmental Services
Volusia County Exceptional Student Education, Student Services
  Department
Volusia County Vocational and Community Education Department
Volusia, Lake, Flagler Private Industry Council

The team has a formal organization, including a constitution and bylaws. The team spent one full day developing their mission statement and common goals and objectives. A formal action plan with five major goals was developed, and committees were organized to accomplish the objectives. The Transition Team decided to hold educational program meetings and to address broader policy and operational issues. The team meets every two months.

Volusia County operates at a high level of collaboration among the three key programs comprising Exceptional Student Education (ESE), Vocational Education, and Vocational Rehabilitation (VR), and other agencies, as well. At the time that Volusia County participated in the interagency collaboration training, Vocational Education and Exceptional Student Education were already collaborating closely. The staff person most responsible for supporting the collaboration activities was paid through Vocational Education and working in the ESE department, with support staff provided by ESE. School district staff decided to participate in the training, in order to formalize the working relationship that they already had established and maintained with each other and with Vocational Rehabilitation.

The leadership of the district's VR agency changed between the first and second training, so there were two different administrators who participated in the training, but the mid-level VR staff remained the same. School district staff felt that the training helped to establish a good collaborative relationship with the top level of VR from the beginning.

The annual plan for the team helps to focus their energies and serves to move the team's activities along. Work groups are also formed to look at specific issues. By working together, the work groups identify alternatives and solutions for the issues. The team meets every other month At the end of the year, the team prepares an annual report on its accomplishments and sets new goals and objectives.

Innovative Programming

Pasco County Organizes Transition Screenings

At a POSH meeting early in 1992, POSH members decided to try a new approach to transition planning for high school students. In March of 1992, and again in 1993, seven days were set aside, one for each of the county's high schools. On a prearranged day, representatives from all of the agencies meet at the same school with all of the teachers who have a responsibility for developing transition plans (those with students who will be in grade 10, or will turn 16 in the following school year, and new students who will be in grades 11 or 12 and have no transition plan). These meetings are characterized as "transition screening" meetings. The teachers individually present information on each of their students, including their strengths, weaknesses, interests, and needs. The agency staff discuss and recommend appropriate agencies to assist with the student. Then, at the time of the development of a student's individual educational plan (IEP), the teacher can more appropriately identify the agencies that should be involved with a student and can invite these agencies to assist in development of the IEP.

The process is viewed as being an efficient use of adult agency staff time, since the process takes only one day for each high school. In addition, the presence of all of the adult agencies at the same time improves the planning process. The process also helps to acquaint teachers and agency staff with each other.

Volusia County Shares Funding

In Volusia County, Carl Perkins Act funds are used on a 50/50 matching basis for ESE Cooperative Consultation teachers to assist vocational education teachers in vocational technology and job preparatory programs. Five high schools currently have these teachers; soon, all seven high schools will have them. Vocational, ESE, guidance and dropout prevention teachers attend inservice activities together as a team, so that joint planning and coordination can occur at each school.

In addition, no child is accepted for placement in the school district's supported employment program unless he or she is a VR client. Prior to 1990, VR had almost no relationship with the schools. Now they plan and budget jointly.

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Appendix

Volusia/Flagler Community Transition Team
Interagency Cooperative Agreement

INTERAGENCY COOPERATIVE AGREEMENT

Between

Daytona Beach Community College
D.O.E. - Division of Blind Services
D.O.L. - Division of Vocational Rehabilitation
Flagler County Adult and Community Education Department
Flagler County Exceptional Student Education Department
Flagler County Vocational Education Department
H.R.S. - Alcohol, Drug Abuse, and Mental Health
H.R.S. - Developmental Services
Volusia County Exceptional Student Education/Student Services Department
Volusia County Vocational and Community Education Department
Volusia, Lake, Flagler, Private Industry Council

MISSION:

The mission of our Transition Team is to impact community transition services that will enhance the quality of life for individuals with special needs.

PURPOSE:

Volusia County Schools, Flagler County Schools, the Division of Vocational Rehabilitation, Health and Rehabilitative Services, Daytona Beach Community College, and the Volusia, Lake, Flagler, Private Industry Council are mutually committed to cooperate in the development and implementation of programs designed to provide Transitional Services, as stated in the mission statement, because no single agency has the necessary resources or responsibilities to adequately meet the needs of individuals with disabilities. It is only through a concerted effort of interagency cooperation that a full array of services can be assured.

ENABLING LEGISLATION:

This agreement assures compliance with Florida Statutes and Federal Law including the following:

a. Individuals with Disabilities Education Act (IDEA) as amended (formerly Education of the Handicapped Act)

b. Chapters 228, 229, 230, 402, and 413, Florida Statutes

c. Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

d. The Vocational Rehabilitation Act of 1973 (Public Law 93-112, as amended)

e. The Developmentally Disabled Assistance and Bill of Rights Act (Public Law 94-103 as amended)

f. Section 232.145, Florida Statutes

Definitions: As used in this Agreement

Individual Education Plan (I.E.P.): A formal written plan, required by PL94-142 for all exceptional students, containing yearly academic and behavioral goals and objectives for each student as determined by parents, teachers and other support personnel.

Individual Transition Plan (I.T.P.): A formal written plan for exceptional students, stating transition goals and objectives, a time frame for implementation and identifying agency services subsequent to exiting the school system, as determined by parents, teachers, agency representative(s) and other support personnel.

Individual Written Rehabilitation Plan (I.W.R.P.): A written plan of action, including goals and objectives, for clients involved in rehabilitation programs. *3

Exceptional Student: (1) The term "exceptional student" means any child or youth who has been determined eligible for a special program in accordance with State Board of Education Rules. The term "exceptional students" includes students who are mentally handicapped, speech and language impaired, hearing impaired, visually impaired, physically impaired, emotionally handicapped, specific learning disabled, gifted, hospital and homebound, deaf-blind, or autistic. *1 (2) The term "exceptional student" means any child or youth who has been classified under regulations of the State Board as unsuited for enrollment in a regular class in the public schools or who is unable to be adequately educated in the public schools without the provision of special classes, instruction, facilities or related services, or a combination thereof. *2

Special Education: "Specifically designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child", including classroom instruction, instruction in physical education, home instruction and instruction in hospitals and institutions. The term includes speech pathology, or any other related service, if the service consists of specifically designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under state standards. The term also includes vocational education if it consists of "specifically designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child" (Rules and Regulations, PL94-142, Federal Register, August 23, 1977). *3

Least Restrictive Environment: A basic principle of PL94-142. Under this principle, handicapped students must be educated with non-handicapped students to the maximum extent possible. It does not mean that all handicapped children must be educated in regular classrooms. "However, special classes, separate schooling, or other removal of handicapped children from the regular educational environment should occur only when the nature or severity of the handicap is such that education in regular classes, with the use of supplementary aids and sources, cannot be achieved satisfactorily." (Rules and Regulations, PL94-142, Federal Register, August 23, 1977). In making a placement decision for each individual handicapped child, that specific child's physical, cognitive and psychological needs must be taken into consideration when developing an individual education program, which further involves determining what would be considered the most appropriate, least restrictive environment for that given child. *3

Mainstreaming: The concept that handicapped children should be integrated with non-handicapped children to the maximum extent possible. Although the term is generally used to refer to an administrative concept, such as the placement of children into regular classrooms, its primary focus should be upon its instructional intent (making the necessary modifications in the program curriculum, methodologies and materials) so that the handicapped child can make the best adjustment possible in the least restrictive environment.

Special Education Services: The term "special education services" means such related services in addition to instruction of the exceptional child as transportation; diagnostic and evaluation services; social services; physical and occupational therapy; job placement; orientation and mobility training; braillists, typists and readers for the blind; specified materials and equipment; and other such services as approved by regulations of the State Board. *1

Vocational Education:

(a) "Vocational education" is defined as meaning that instruction not necessarily leading to a baccalaureate degree, either graded or ungraded, listed below:

1. job preparatory instruction in the minimum competencies necessary for effective entry into an occupation, including diversified cooperative education, work experience, and job entry programs, which coordinate directed study and on-the-job training;
2. exploratory courses designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;
3. supplemental programs designed to enable persons who are or have been employed in a specific occupation to upgrade their competencies in order to re-enter or maintain stability or advance within their occupation;
4. practical arts courses designed to teach students practical generic skills which, though applicable to some occupations, are not designed to prepare students for entry into a specific occupation. Such courses may include, but may not be limited to, typing, industrial arts and home economics; or
5. instruction which integrates the basic academic skills and vocational skills.

b. "Vocational education" programs

1. should have social and economic value for every student by leading to a successful career;
2. should assist students in establishing life goals, making decisions about their future and beginning the process of implementing such goals;
3. should enhance productivity and student earnings; and
4. are essential for economic development and for producing better prepared students for a changing work force. *1

Vocational Rehabilitation: (1) "Vocational rehabilitation" and "vocational rehabilitation services" mean any service, provided directly or through public or private instrumentalities, found by the department to be necessary to compensate a disabled individual or group of individuals for an employment handicap and to enable such individual or group of individuals to engage in an occupation, including, but not limited to, medical and vocational diagnosis, vocational guidance, counseling and placement, rehabilitation training, physical restoration, transportation, occupational licenses, placement equipment and materials, maintenance and training books and materials; *1 and (2) a federal/state agency designed to assist individuals with disability in entering or returning to productive work activities and productive lives.

Carl Perkins: The Carl D. Perkins Vocational Education Act provides Federal assistance for vocational education. The Act is intended to make vocational education programs accessible to all persons, including the handicapped and disadvantaged. Category 2A-1 funds vocational programs, services and activities designed to meet the special needs of the handicapped. Section 204 requires that vocational education planning for handicapped individuals be coordinated between appropriate representatives of vocational education and special education. In Florida, a council must be established that includes representatives from vocational education, exceptional student education and vocational rehabilitation.

*1 Florida School Laws, 1989 Edition

*2 Volume 1-B, Florida Statutes and State Board of Education Rules -- Excerpts for Programs for Exceptional Students, September 1986

*3 Special Education, Second Edition, Davis, William E., 1986

ROLES AND RESPONSIBILITIES
DAYTONA BEACH COMMUNITY COLLEGE

Daytona Beach Community College is a comprehensive community college providing high quality, affordable educational and training opportunities and enrichment programs to the people of Volusia and Flagler Counties. As an open access institution, the College serves all who can benefit. Those served include minorities, late start and re-entry students, single heads of household and those with special needs.

As a cooperating member of the Volusia/Flagler Community Transition Team, Daytona Beach Community College agrees to work with other agencies to ensure efficient use of resources in serving special needs populations. Of special interest are the following areas of the College:

A. Academic and Student Support Services

To the extent that resources permit, this department will provide learning assistance programs and services such as tutoring, individualized laboratory instruction in basic and employability skills, counseling/advising.

B. Handicapped Student Services

To the extent that resources permit, this department provides a variety of services for students with eligible handicaps. Readers, notetakers, interpreters and specialized equipment are provided to assist students in their academic programs. Individualized education plans and counseling are provided in cooperation with faculty and community agencies.

C. Adult Education Division

This division includes:

1. Basic Academic and Life Skills instructors on site to clients of the Work Oriented Rehabilitation Center, Association for Retarded Citizens, and the Rehabilitation Center for the Blind.

2. Assistance to clients of the Rehabilitation Center for the Blind in preparing for the GED examination.

3. Credit-bearing co-enrollment classes or temporary placement in the Adult High School on a referral basis for Volusia County High School students.

4. Cooperation with Flagler/Lake/Volusia Private Industry Council in providing adult basic education, high school credit, and GED classes for their clients.

5. The Test of Adult Basic Education at no charge on a regularly scheduled basis at various locations and agencies.

D. Continuing Education Division

This division will provide handicap-related training to staff and clients of other agencies.

E. Center for Economic Opportunity

This department offers the Advantage Lab, a structured study and counseling lab providing a range of academic and counseling support services to participants in JTPA and in the HRS Project Independence.

F. Technologies Division

In addition to Associate degree and Certificate level programs of study, this division offers the following special programs:

1. Blind Vending Services Program, preparing blind individuals to establish and operate their own businesses in the vending field.

2. Program for Applied Academics and Technical Studies, a system of career exploration, education and individual guidance being developed with the Volusia County School System. The programs will serve Flagler County students as well as it develops and expands.

ROLES AND RESPONSIBILITIES
FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF BLIND SERVICES
DISTRICT V

The Division of Blind Services provides vocational and other services for individuals who are visually impaired, blind or threatened with blindness. These programs are designed to assist individuals to prepare for and/or achieve suitable employment, post-secondary education, or transfer to adult human services program.

The Department of Education, Division of Blind Services, Vocational Rehabilitation Program agrees to:

1. Provide screening criteria to local schools to assist in identification of handicapped individuals who may be eligible for vocational rehabilitation services;

2. Consider all referrals from vocational education and special education who are potentially eligible for vocational rehabilitation services and provide an evaluation to determine their eligibility for vocational rehabilitation services;

3. Designate vocational rehabilitation counselor within the local school district to serve as liaison with schools, and to participate on a planning team when rehabilitation services are likely to be required in the Individual Transition Plan (I.T.P.);

4. Transition services include the following basic areas which may need to be addressed:

Guidance/Counseling
Collaborative Agency eligibility
Medical needs
Independent living skills
Technological needs
Leisure/Recreation
Employability: Interest Inventory/Career Exploration
Work Evaluation/Work Experience
Post-Secondary/Vocational-Technical education

5. Coordinate with the Vocational Education Specialist/Transition facilitator, VCSB, regarding progress of mutual clients.

ROLES AND RESPONSIBILITIES
VOCATIONAL REHABILITATION
DISTRICT IV

Vocational Rehabilitation: Is a federal/state program which assists eligible individuals with physical and mental disabilities, which pose a handicap to employment, to attain, maintain or return to productive employment and productive lives.

The Florida Division of Vocational Rehabilitation, Department of Labor and Employment Security, agrees to:

1. Provide screening criteria to local schools to assist in identification of individuals with handicaps who may be eligible for vocational rehabilitation services;

   a. inform all school staff regarding vocational rehabilitation services through inservice training opportunities.

2. Consider all referrals from vocational education and special education who are potentially eligible for vocational rehabilitation services and provide an evaluation to determine their eligibility for vocational rehabilitation services;

   a. refer students to other sources of services to meet their needs.

3. Designate vocational rehabilitation counselor(s) within the local school district to; serve a liaison role with schools, schedule time in the school setting, and participate on a planning team when rehabilitation services are likely to be required in the Individual Transition Plan (ITP);

   a. Provision of technical assistance to ESE teachers and other school staff on an individual student case basis.

4. Provide individualized vocational rehabilitation services which may include diagnostic, physical restoration, psychotherapy, training, equipment and supplies, rehabilitation engineering services, transportation, guidance and counseling, job placement, follow-up services and post-employment services to eligible persons with disabilities referred by Volusia District Schools; and

5. Notify Vocational Education Specialist/Transition facilitator, VCSB, the school based ESE Administrator, and other interested school staff of the progress of mutual clients.

6. Involve parents in their youth's rehabilitation by informing and empowering parent and youth to advocate for their interests.

ROLES AND RESPONSIBILITIES
ADULT & COMMUNITY EDUCATION DEPARTMENT
FLAGLER COUNTY

Adult and Community Education: A program of courses designed to serve the general educational needs of adults as individuals, as parents, as members of a family, and as citizens, including the adult handicapped population. Such programs serve as a linking agent to lifelong learning opportunities.

1. Provide initial identification, assessment and placement into Step-up Industries for eligible handicapped individuals at least 16 years of age.

2. Consider all referrals from the School District of Flagler County, Vocational Rehabilitation, ACT, Developmental Services and the community at large for Sheltered Workshop placements.

3. The Sheltered Workshop Manager or the Supervisor of Adult Education will serve as a liaison between Buddy Taylor Middle School, Flagler Palm Coast High School and Step-up Industries. The above mentioned person will offer assistance in determining eligibility when deemed appropriate in the Individual Transition Plan for students.

4. Refer potential candidates to Vocational Rehabilitation for Job Coaching and follow-along services.

5. Provide information to students with disabilities who may be eligible for the Apprenticeship program. Adhering to **F.S. 240.152** handicapped students shall be eligible for reasonable substitution for any requirement for admission to a state university, community college, or postsecondary vocational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability. When deemed an appropriate training program for the handicapped student the apprenticeship representative will work with the transition team in the application process. The Apprenticeship Screening Committee shall interview all applicants and place on a ranking list. The student must be 18 years of age or older, hold a high school diploma or certificate of completion, and provide evidence of being physically fit for the performance of the job.

ROLES AND RESPONSIBILITIES
EXCEPTIONAL STUDENT EDUCATION
FLAGLER COUNTY

Exceptional Student Education: Exceptional student education programs provide instruction that is specifically designed to meet the unique needs of each student with a disability in the least restrictive environment.

1. Provide for:

   a. the location, identification and evaluation of persons with disabilities, including vocational evaluation where appropriate;

   b. a free appropriate education in the least restrictive environment;

   c. an individual education program which includes: activities for daily living, social, academic, career/vocational skills and transitional education opportunities;

   d. procedural safeguards for persons with disabilities;

   e. facilities, equipment, materials and instructional personnel; and

   f. the design and implementation of an Individual Transition Plan (ITP) process;

2. Develop educational programs to provide:

   a. basic academic, social, daily living, personal management skill development to persons with disabilities to enable persons with disabilities to become integrated;

   b. campus-based and community-based career exploration activities, and employability development activities, that give students with disabilities opportunities to develop career related skills;

   c. opportunities to explore transitional options available in the community; where appropriate, students identified as eligible for Step-up Industries will have the opportunity to visit and/or spend several half days in the program for a smooth transition.

   d. support services from occupational therapists, physical therapists, speech therapists, hearing and vision therapists, occupational specialists, psychologists and school guidance counselors;

   e. non-paid community training opportunities; and

   f. paid community employment opportunities.

3. Provide for professional growth by:

   a. developing and implementing inservice activities that provide instructional personnel with special knowledge for preparing persons with disabilities to enter the world of work and the community; and

   b. building referral and linking services to vocational education, vocational rehabilitation, developmental services agencies, community employment programs, community college and other agencies serving persons with disabilities.

ROLES AND RESPONSIBILITIES
VOCATIONAL EDUCATION
FLAGLER COUNTY

Vocational Education: Organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern technology education, and trade and industrial occupations, or for additional preparation for a career in such fields, and in other occupations, requiring less than a baccalaureate degree. These programs include: job preparatory instruction, exploratory courses, supplemental instruction, practical arts courses and instruction which integrates the basic academic skills and vocational skills.

1. Provide qualified vocational instructor

   Students with disabilities served by school based vocational education personnel, in both mainstreamed and separate specialized programs, will be staffed with qualified vocational instructors.

2. Provide Career Preparation Services

   A continuum of Career Preparation Services will be made available to all students with special needs by programs and services provided through the Career Center and the Occupational Specialist/Career Counselor for special needs. Services will include:

   1. self knowledge and career exploration; includes career/vocational assessment activities

   2. educational/vocational skill development

   3. educational/vocational specialized training

   4. employment; includes vocational cooperative training programs and on the job training

   5. Career outcomes will be integrated into academic courses in the early grades.

   6. A sequence of curricular activities starting at kindergarten through elementary school (self awareness and career awareness), middle school (career oriented goals), high school (applied curriculum), and post secondary education to gain employment will be established as outlined through the Blueprint for Career Preparation.

3. Contribute to curriculum modification as needed

Vocational instructors will assist Exceptional Student Education (E.S.E.) personnel in providing assessment information in the context of the curriculum of regular or specialized programs serving handicapped students. Thereby assisting instructors to make adjustments in curriculum content, method, etc. to facilitate both the Individual Education Plan (I.E.P.) and Transition planning decisions. They will help define and customize competency statements and develop curriculum to include exit points for various identified employment opportunities. In addition, separate specialized programs may use Exceptional Student Education (E.S.E.) vocational curriculum frameworks which incorporate appropriate modifications as approved by the Department of Education (D.O.E.).

4. Validate program skill content (Advisory Comm. from industry)

Those Exceptional Student Education (E.S.E.) students, mainstreamed into regular vocational programs, will be exposed to student performance standards that have been industry validated. Exceptional Student Education (E.S.E.) students, staffed into separate specialized programs, shall be taught skills modified and validated by the specific industry identified as a potential transition work site.

5. Participate in student Individual Education Plan (I.E.P.) development and Individual Training Plan (I.T.P.) planning.

Recommend that a vocational education representative (teacher) serve as a member of the Individual Education Plan (I.E.P.) team and Individual Training Plan (I.T.P.) planning process.

6. Provide employability skills to student

All Exceptional Student Education (E.S.E.) vocational students, enrolled in a job preparatory program, shall receive "Employability Skills" as an integral part of their course of study. When possible, the student will complete an "Employability Skills" course before entering vocational programs.

7. Provide facility, staff, and equipment for skill development

Students with disabilities will be provided the opportunity to experience valid vocational preparation in a sequenced program leading to further post-secondary training and/or community employment. The expertise, facilities and equipment required for training and participating in vocational education and the world of work will be provided whenever feasible. Vocational mainstream cost factor will be utilized to support secondary ESE students in vocational education when they require special services, aids, or equipment.

8. Evaluate student's job skills

For the purpose of awarding grades in vocational programs, the instructor will access the skill attainment, and record same, consistent with reporting procedures. Additionally, this information is shared with the Exceptional Student Education (E.S.E.) staff person to assist with placement. Vocational instructors will also assist in assessing students strengths and weaknesses

through the use of curriculum-based vocational assessment (CBVA). These assessments will be used to measure students progress in basic skills within the context career/vocational outcomes.

9. Follow-up of program completers

Those students participating in vocational programs will be followed-up consistent with the current Vocational Placement and Follow-up Instructional Manual. The vocational office, has this responsibility.

10. Prepare state vocational funding guide (proposals)-Carl Perkins-Fed dollars

The district vocational office, along with the exceptional education staff, student services staff, drop-out prevention program, and limited English proficient program staff, and the office of vocational rehabilitation, will cooperatively develop proposals using funds targeted for students in special populations to support secondary special education students and other students in special populations in regular or specially designed vocational education programs to meet the unique needs of these students.

11. Vocational staff development as a joint effort

Provide and support in-service and technical assistance to vocational, special education, student services, drop-out, and LEP personnel as well as to vocational rehabilitation staff in an effort to facilitate the delivery of vocational services to all students with special needs.

ROLES AND RESPONSIBILITIES
HRS - ALCOHOL, DRUG ABUSE, AND MENTAL HEALTH
DISTRICT IV

HRS/Alcohol, Drug Abuse and Mental Health Services: ADM contracts for and evaluates the provision of alcohol, drug abuse and mental health services for adults, adolescents and children. Through public and private partnership and through citizen involvement, an accountable system of services which meets standards for quality care is designed to meet the needs of individuals, their families and the community.

1. Contract for an array of alcohol, drug abuse and mental health services for children, adolescents and adults to include:

Assessment Services	Intervention Services
Outpatient Services	Respite Services
Day/Night Treatment	Crisis Stabilization
Residential Services	Crisis Support
Sheltered Employment	Detoxification
Supported Employment	Overlay
Case Management	Prevention
Supported Living	TASC
Consumer Drop In Center	

2. Participate in Family Services Planning and Intervention Team activities (FSPIT).

3. Participate in transition activities and assist in the identification of transition service needs.

4. Advocate for individual needs and assist with linkage to service agencies to meet individual transition needs.

5. Provide consumer and family involvement in the planning process for ADM services through the Alcohol, Drug Abuse and Mental Health Planning Council.

ROLES AND RESPONSIBILITIES
HRS - DEVELOPMENTAL SERVICES
DISTRICT IV

HRS/Developmental Services: To promote opportunities for persons with developmental disabilities to be a part of and participate in the same valued experiences and life events as do other citizens of Florida through individually determined levels of supports and services provided in a manner that protects the individual's dignity and worth while enhancing capability for self determination.

1. Provide evaluations for all applicants. The Developmental Services Diagnosis and Evaluation Unit is responsible for providing or arranging for diagnostic evaluations and for the determination of eligibility for services.

2. Develop Support Plans (formerly "Habilitation Plans") in an effort to identify the needs of individual clients and the services to meet those needs through an interdisciplinary team process.

3. Participate in transition activities and assist in identifying transition service needs and linkage to agencies to meet those needs.

4. Provide Service Coordination (Case Management) through a Service Coordinator who has the role of assisting individuals and families in identifying their own needs, finding available services, gaining access to needed services, coordinating the delivery of services, keeping relevant records and monitoring and evaluating the delivery of services to ensure that they meet the needs identified by the individual and family.

5. May purchase supplies and equipment identified on the Support Plan which are not available from other sources. These purchased goods are authorized on a client-by-client basis and are not usually provided through contract.

6. Provide residential services, i.e., room, board and personal care in licensed facilities. Licensed residential facilities include foster homes, group homes, residential habilitation centers, intermediate care facilities for the developmentally disabled, nursing homes, and major state retardation facilities. Supported Independent Living services, an array of services to individuals living independently in the community, are also provided. Supported Living Services include training and linkages with formal and informal support services.

7. May provide respite, as identified on the Support Plan, for clients living in their family homes in an effort to support family care-givers and alleviate the need for alternative residential placement of clients.

8. Provide services such as occupational and physical therapies, and behavior management training as authorized on a client-by-client basis. Behavior management training is an effort to teach new skills and reduce inappropriate behavior making behavior occur under appropriate conditions and/or maintaining appropriate behavior.

9. Provide contracted Developmental Training, in an effort to provide structured and age-appropriate experiences in a non-residential community day program setting.

10. Provide contracted Supported Community-Based Employment and Supported Employment Follow-Along. These services are characterized as paid work in a variety of integrated settings (with preference for typical, community-based business settings) for people with disabilities severe enough to require support services for the duration of employment. Basic supported employment models include supported competitive employment, enclaves in industry, mobile work crews and transitional employment.

ROLES AND RESPONSIBILITIES
EXCEPTIONAL STUDENT EDUCATION
VOLUSIA COUNTY

Exceptional Student Education: Exceptional student education programs provide instruction that is specifically designed to meet the unique needs of each student with a disability in the least restrictive environment.

1. Provide for:

   a. the location, identification and evaluation of persons with disabilities;

   b. a free appropriate education in the least restrictive environment;

   c. an individual education program which includes: activities for daily living, social, academic, career/vocational skills and transitional education opportunities;

   d. procedural safeguards for persons with disabilities;

   e. facilities, equipment, materials and instructional personnel;

   f. the design and implementation of an Individual Transition Plan (ITP) process; and

   g. to allocate, where appropriate, vocational equipment/supplies when agreed jointly by the ESE and Vocational Administrations.

2. Develop educational programs to provide:

   a. basic academic, social, daily living, personal management skill development to persons with disabilities to enable persons with disabilities to become integrated;

   b. campus-based and community-based career exploration activities, and employability development activities, that give students with disabilities opportunities to develop career related skills;

   c. opportunities to explore transitional options available in the community;

   d. support services from occupational therapists, physical therapists, speech therapists, hearing and vision therapists, social workers, occupational specialists, psychologists and school guidance counselors;

   e. non-paid community placement opportunities; and

   f. paid community employment opportunities.

3. Provide for professional growth by:

   a. developing and implementing inservice activities that provide instructional personnel with special knowledge for preparing persons with disabilities to enter the world of work and the community; and

   b. building referral and linking services to vocational education, vocational rehabilitation, developmental services agencies, community employment programs, community college and other agencies serving persons with disabilities.

ROLES AND RESPONSIBILITIES
VOCATIONAL & COMMUNITY EDUCATION
VOLUSIA COUNTY

Vocational and Community Education: Organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern technology education, and trade and industrial occupations, or for additional preparation for a career in such fields, and in other occupations, requiring less than a baccalaureate degree. These programs include: job preparatory instruction, exploratory courses, supplemental instruction, practical arts courses and instruction which integrates the basic academic skills and vocational skills.

1. Provide qualified vocational instructor

   Students with disabilities served by school based vocational education personnel, in both mainstreamed and separate specialized programs, will be staffed with qualified vocational instructors. Where available, a Career Connection Vocational H.E.L.P. (Holistic Education Liaison Program) teacher will team with vocational teachers in implementing cooperative consultation model.

2. Provide Career Preparation Services

   A continuum of Career Preparation Services will be made available to all students with special needs through the "Career Connection" program. Services include various activities and programs within four steps:

   1. self knowledge and career exploration; includes career/vocational assessment activities

   2. educational/vocational skill development

   3. educational/vocational specialized training

   4. employment; includes vocational cooperative training programs, on the job training and supported competitive employment

3. Contribute to curriculum modification as needed

   Vocational instructors and Exceptional Student Education (E.S.E.) personnel, shall be utilized in modifying curriculum when used in regular or specialized programs serving handicapped students to facilitate the Individual Education Plan (I.E.P.). They will help define and customize competency statements and develop curriculum to include exit points for various identified employment opportunities. In addition, separate specialized programs may use Exceptional Student Education (E.S.E.) vocational curriculum frameworks which incorporate appropriate modifications as approved by the Department of Education (D.O.E.).

4. Validate program skill content (Advisory Comm. from industry)

   Those Exceptional Student Education (E.S.E.) students, mainstreamed into regular vocational programs, will be exposed to student performance standards that have been industry validated. Exceptional Student Education (E.S.E.) students, staffed into separate specialized programs, shall be taught skills modified and validated by the specific industry identified as a potential transition work site.

5. Participate in student Individual Education Plan (I.E.P.) development and Individual Training Plan (I.T.P.) planning.

   Recommend that a vocational education representative (teacher) serve as a member of the Individual Education Plan (I.E.P.) team and Individual Training Plan (I.T.P.) planning process.

6. Provide employability skills to student

   All Exceptional Student Education (E.S.E.) vocational students, enrolled in a job preparatory program, shall receive "Employability Skills" as an integral part of their course of study. When possible, the student will complete an "Employability Skills" course before entering vocational programs.

7. Provide facility, staff, and equipment for skill development

   Vocational staff, facilities and equipment, whenever feasible, shall be utilized for job skill development to enhance student placement potential within the community. By district agreement, such programs shall be reported using the higher Exceptional Student Education (E.S.E.) F.T.E. weights. Under this same agreement, the vocational programs, so utilized, shall be compensated to permit vocational equipment replacement and repair.

8. Evaluate student's job skills

   For the purpose of awarding grades in vocational programs, the instructor will access the skill attainment, and record same, consistent with reporting procedures. Additionally, this information is shared with the Exceptional Student Education (E.S.E.) staff person to assist with placement.

9. Follow-up of program completers

   Those students participating in vocational programs will be followed-up consistent with the current Vocational Placement and Follow-up Instructional Manual. The vocational office, has this responsibility.

10. Prepare state vocational funding guide (proposals)-Carl Perkins-Federal dollars

    The district vocational office, along with the exceptional education staff, student services staff, drop-out prevention program, and limited English proficient program staff, and the office of vocational rehabilitation, will cooperatively develop proposals using funds targeted for students in special populations to support secondary special education students and other students in special populations in regular or specially designed vocational education programs to meet the unique needs of these students.

11. Vocational staff development as a joint effort

Provide and support in-service and technical assistance to vocational, special education, student services, drop-out, and LEP personnel as well as to vocational rehabilitation staff in an effort to facilitate the delivery of vocational services to all students with special needs.

ROLES AND RESPONSIBILITIES
VOLUSIA, LAKE, FLAGLER-PRIVATE INDUSTRY COUNCIL, INC.
(V.L.F.-PIC)

The Volusia, Lake, Flagler - Private Industry Council, Inc. provides comprehensive programs for economically disadvantaged individuals in the areas of job placement and vocational training.

The following programs will be offered by the Volusia, Lake, Flagler-Private Industry Council, Inc. at selected sites throughout the three county area and within budget limitations:

1. Provide a Drop-out Prevention/Retrieval Program at various school locations. This program is designed to assist those students who have been determined potential dropouts due to poor attendance, grades and/or attitude.

2. Provide academic education, child care, work preparation, social responsibilities and work preparation to pregnant teens and teen parents outside the typical public school setting.

3. Provide a Career Assessment Program to in-school youth during regular school hours. The program will include various assessment activities, identification of career goals, academic and employability skills training.

4. An electronics program for in-school youth to be conducted after school hours. Objectives are to obtain employability skills, hands-on exposure to the electronics industry and intensive classroom/laboratory activities.

5. Provide pre-employment work maturity skills, social development skills and "hands-on" work projects through the Exceptional Student Education department.

Volusia/Flagler Community Transition Team
"Wheel of Opportunity"
Every Community Needs One

"WHEEL OF OPPORTUNITY" CODES

A. Consumer/Parent and Family Support

1. Chamber of Commerce
2. Children's Services Council
3. County Government
4. Florida Health Care
5. Guardian Ad Litem
6. Human Assistance Network Direction Service (HANDS)
7. Parent
8. Parent Education Network (PEN)
9. Volusia County Library

B. Rehabilitation Services

1. Association for Retarded Citizens (ARC)
2. Division of Blind Services-Vocational Rehabilitation (DBS-VR)
3. Division of Vocational Rehabilitation (DVR)
4. Work Oriented Rehabilitation Center (WORC)
5. Step-Up Industries/Flagler County School Board, Department of Adult & Community Education (FCSB/ACE)

C. Substance Abuse Services

1. ACT, Inc.
2. Stewart Treatment Center

D. Mental Health Services

1. ACT, Inc.

E. Developmental Disabilities Services

1. ARC
2. Health and Rehabilitation Services-Developmental Services (HRS-DS)
3. Conklin Center
4. WORC
5. Step-Up Industries (FCSB/ACE)

F. Residential Services Providers

1. ACT, Inc.
2. Conklin Center
3. HRS
   a. DS
   b. Alcohol/Drugs/Mental Health (ADM)
4. Stewart Treatment Center
5. WORC

G. Income/Inkind Support

1. Healthy Kids
2. HRS
   a. Children's Medical Services (CMS)
   b. Medicaid
   c. Medically Needy Program
3. Social Security Administration

H. Recreation/Leisure Resources

1. ARC
2. Daytona Beach
   a. Police Department
   b. Parks and Recreation Department

I. Transportation

1. Votran
2. Flagler County Council on Aging
3. Flagler County Schools Department of Adult & Community Education

J. Case Management

1. ACT, Inc.
2. ARC
3. DBS-VR
4. DVR
5. HRS
   a. DS
   b. Alcohol, Drug and Mental Health (ADM)

K. Employers

1. ARC
2. WORC
3. Hotel/Motel Industry
4. ACT Enrichment Industries
5. Volusia Manufacturers Association (Daytona Mold)
   720 Fentress Boulevard
   Daytona Beach, Florida 32114
   (904) 274-4567
6. Step-Up Industries (FCSB/ACE)

L. Employment Services Providers

1. ACT, Inc.
2. ARC
3. Conklin Center
4. DBS-VR
5. DVR
6. Florida Job Services
7. Private Industry Council (PIC)
8. WORC
9. Step-Up Industries (FCSB/ACE)

M. Job Training Partnerships

1. ACT, Inc.
2. ARC
3. Conklin Center
4. DBS-VR
5. DVR
6. PIC
7. WORC
8. Step-Up Industries (FCSB/ACE)

N. Community College/Adult Education

1. Daytona Beach Community College (DBCC)
2. Department of Education-Department Vocational Adult & Community Education (DVACE)
3. Flagler County Schools, Department of Adult & Community Education

O. Vocational/Community Education

1. DOE-DVACE
2. Flagler County School Board
3. Volusia County School Board

P. Special Education/Related Services

1. DOE - Bureau of Education for Exceptional Students (BEES)
2. Florida Network
3. Volusia County Schools, Exceptional Student Education and Student Services Departments
4. Florida Diagnostic Learning Resource Systems (FDLRS-East), serving Volusia
5. Flagler County Schools, Exceptional Student Education
6. Florida Diagnostic Learning Resources Systems (FDLRS-NEFEC), serving Flagler

ALLOCATION OF RESOURCES

So that the mutually agreed upon objectives of this Agreement can be adequately met, resources from each of the participating agencies will be allocated based on the identified roles and responsibilities of each agency.

INTERAGENCY DISPUTES

To be resolved at the lowest level consistent with interagency plan when appropriate.

Unresolved issues will be arbitrated by moving up the Chain-of-Command.

AMENDMENTS

This agreement will be reviewed annually and may be amended at the request of any participating agency. Any proposed amendment or modification shall be discussed during an interagency team meeting. Each agency head or their duly authorized representative must concur on any amendments.

DATE OF EFFECTIVENESS

This agreement will become effective with the signatures of the designated authority from each member agency. This agreement shall continue from year to year unless either responsible individual notifies the other that the agreement needs to be amended or terminated.

MEETINGS

The Interagency Team shall meet four (4) times a year for the purpose of monitoring, revising or amending this agreement.

ASSURANCES OF CONFIDENTIALITY IN INFORMATION EXCHANGE

The parties to this agreement will follow the policy currently enforced between the Flagler and Volusia County School Systems and other agencies on the sharing of personally identifiable information.

OBLIGATIONS SUBJECT TO AVAILABILITY OF FUNDS

The parties to this Interagency Cooperative Agreement understand that their respective obligations to provide services and resources under this Agreement are at all times subject to the availability of funds as determined by lawful appropriations for such purpose by the appropriate authority.

APPROVED:

Charles S. Lichtigman, Chairman
District Board of Trustees
Daytona Beach Community College

Date 4/19/92

Philip B. Day, Jr., President
Daytona Beach Community College

Date 5-18-92

Alex McLaughlin, District Director
Division of Blind Services
Department of Education

Date 5/20/92

Linda Chandler, District Director
Division of Vocational Rehabilitation
Department of Labor & Employment Security

Date 4/14/92

Dennis Fitzgerald, Chairman
School District of Flagler County

Date 4/15/92

Donn V. Kaupke, Superintendent
School District of Flagler County

Date 4/16/92

Lee Johnson, ACSW, District Administrator
Department of Health & Rehabilitative Services
District IV

Date 4/21/92

Joan P. Kowal — 6/8/92

Joan P. Kowal, Superintendent of Schools
School District of Volusia County

Date

Ann McFall — 5/26/92

Ann McFall, Chairman
School District of Volusia County

Date

Laurence Tomasetti — 5/27/92

Laurence Tomasetti, Executive Director
Volusia, Lake, Flagler, Private Industry Council

Date

Affirmative action/equal opportunity employer
DD 027 BK 94